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AUTHOR Morgan, Mary
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ABSTRACT

Focused on the topic of poetry-writing instruction, this annotated bibliography contains 29 references of articles and papers in the ERIC database. The citations include articles discussing poetic forms, teaching strategies for elementary and secondary levels, and computer-assisted poetry-writing instruction. (MM)

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Focused Access to Selected Topics
a bibliography by the
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Poetry-Writing Instruction

by Mary Morgan

ED307608

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The ERIC database provides a wealth of suggestions for teaching poetry-writing to students at the elementary and secondary level. The information in these articles concentrates not only on the formal aspects of poetry-writing, but also discusses how poetry-writing instruction can encourage personal expression and creativity. An overview section focuses on how poetry writing can stimulate both students and teachers, and act as a catalyst for personal growth. The next section provides articles discussing a variety of poetic forms, including free verse, cinquain, haiku, concrete, and found poetry. The renga—a Japanese chain poem—is presented as a collaborative writing activity; other creative approaches are suggested to help students conceptualize and practice contemporary poetic forms.

The core of this *FAST Bib* is devoted to practical teaching strategies—strategies suitable for all levels, as well as those specifically suited to elementary, junior high, and senior high school students. Articles in these sections provide suggestions for poetry assignments, address the problem of assessing students' poetry, and present ideas for activities which create enthusiasm for writing poetry. Finally, a section on computer-assisted instruction tells of computer programs designed to help students write poetry.

Abstracts for some of the articles cited here have been abbreviated to conform to the *FAST Bib* format. The *ED* numbers for sources included in *Resources in Education* have been included to enable the user to go directly to microfiche collections, order from the ERIC Document Reproduction Service (EDRS), or to go to *RIE* for the full abstract on those sources not available through EDRS. The citations to journals are from the *Current Index to Journals in Education*, and these articles can be acquired most economically from library collections or through interlibrary loans. Reprint services are also available from University Microfilms International (UMI) and from the Original Article Tearsheet Service (OATS) of the Institute for Scientific Information.

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Overview

Carter, John Marshall. "Transforming the Self through Poetry," *Clearing House*, v58 n6 p256-60 Feb 1985.
States that language arts teachers should be agents for personal growth and development. Suggests using an extensive poetry project as an avenue to personal transformation.

Hollingsworth, Craig R. "ERIC/RCS Report: Poetry and Drama: Alternatives in the Composition Course," *English Journal*, v74 n5 p60-62 Sep 1985.
Discusses how incorporating a short poetry or drama unit in a composition course can stimulate both students and teachers. Notes that benefits include more creative thinking, better attitudes toward writing and assignments, and sharpened revision skills.

Focus on Form

"Poetic Forms: A New Look," *Teachers and Writers Magazine*, v19 n1 p1-7 Sep-Oct 1987.
Adapted from the forthcoming book, "The Teachers & Writers Handbook of Poetic Forms," this article defines forms, summarizes their histories, quotes examples, and offers teachers, students, and beginning writers suggestions on how to read and compose in each form. Discusses free verse, ghazal, epic, prose poem, line, spoonerism, imitation, and villanelle.

Burgess, Carol A. "Five Lines for Sixth Grade. (A Lesson Model for Teaching the Writing of the Cinquain Poem to Sixth Grade Students.)." 1987. 9 p. [ED 286 179]
Describes how sixth grade students can use cinquain poems to explore language, learn grammar, and write creatively.

Gorrell, Nancy. "Let Found Poetry Help Your Students Find Poetry," *English Journal*, v78 n2 p30-34 Feb 1989.
Presents a series of three lessons based on found poems. Includes a discussion on what poetry is; developing a poetic; and sharing poetry with others through peer analysis and small group discussion of each student's found poem.

Pino, Cynthia L. "Rx for Formula Poetry in the Content Area: An Activities Book." Volusia County Schools, Daytona Beach, Fla., 1983. 35 p. [ED 272 880]
Provides activities for teaching formula poetry (poetry written according to a defined format) in all subject areas. Outlines instructions for teaching students to write bio-poems, cinquains, concrete poems, definition poems, diamante poems, five-sense poems, found poetry, haiku, inside/outside poems, parallel poems, and vertical name poems. Gives examples of poems that have been written in science, social studies, and English classes.

Rodriguez, William Robert. "Three Approaches to Writing the First Poem," *English Journal*, v74 n4 p33-37 Apr 1985.
Suggests that by using the three approaches to writing the first poem—breath-grouping, prosepoetry, and the repeater—students will conceptualize and practice some of the possible forms of contemporary poetry.

Schwartz, Jeffrey. "Renga: Teaching a Collaborative Poem," *Teachers and Writers Magazine*, v15 n3 p1-3 Jan-Feb 1984.
Suggests that classroom exploration of the renga, a chain poem developed in eighth-century Japan, can awaken students' sense of the choices and constraints in writing.

Suhor, Charles. "How to Draw a Poem: Concrete Poetry in the Classroom," *Louisiana English Journal*, v15 p43-51 Fall 1975. 11 p. [ED 239 297]

Examines over 1,000 student poems to show the wide variety of forms taken by concrete poetry. Notes that students appear to enjoy reading and writing concrete poetry and gradually grow in critical analysis skills as they talk about the poems. Includes numerous examples of students' concrete poems.

Teaching Strategies: All Levels

Clinton, DeWitt. "A Writer's Suggestions for Teaching Creative Writing." Paper presented, in part, at the 25th Annual Convention of the Wisconsin Council of Teachers of English, 1983. 8 p. [ED 233 369]

Suggests activities which generate excitement for poetry writing. Activities include: 1) improvising ways in which poetry can be written in alternative media; 2) studying and listening to ballads, followed by writing, practice, and performance; 3) starting a column of poetry in the school or town newspaper; 4) bringing a poet into the classroom; 5) publishing a journal in which students contribute poetry and prose as well as editorial and production time; and 7) producing and directing an annual poetry festival, featuring dramatic performances of "Spoon River" poems, epics, ballads, and favorite poems.

Haugen, Nancy S., ed.; and others. *A Guide to Teaching Creative Writing: Poetry*. Wisconsin Univ., Madison. Dept. of Curriculum and Instruction, 1981. 62 p. [ED 220 864]

This teacher's guide is intended to stimulate students' writing and reading of poetry. Contains activities for K-12, divided into primary, intermediate, and secondary levels, each with objectives, strategies, activities, and models. Includes suggestions for evaluating poetry, a bibliography, and a list of other suggested resources.

Tsujimato, Joseph I. *Teaching Poetry Writing to Adolescents*. ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL; National Council of Teachers of English, Urbana, IL, 1988. 120 p. [ED 295 214]

Intended as a general model for poetry-writing instruction, this guide, although originally written for teachers of seventh and eighth graders, is adaptable to all levels. Includes chapters on the teacher and his/her students, and the theoretical model upon which poetry assignments are designed. Presents 18 poetry assignments for the classroom.

Teaching Strategies: Grades 1-8

Bizarro, Patrick. "Teacher as Writer and Researcher: The Poetry Dilemma," *Language Arts*, v60 n7 p851-59 Oct 1983.

Discusses the use of models for teaching children to write, suggesting that successive drafts rather than a finished poem are more effective models of the revision process. Includes three drafts of a poem by the author, discussing observations for teaching illustrated by the poem's revision process.

Chapman, Diane L. "Poet to Poet: An Author Responds to Child-Writers," *Language Arts*, v62 n3 p235-42 Mar 1985.

Describes a two-day residence by poet Arnold Adoff in a fifth- and sixth-grade classroom. Presents his interaction with five students as they struggle with their poetry writing.

Derricotte, Toi; Bass, Madeline Tiger. *Creative Writing: A Manual for Teachers*. New Jersey State Council on the Arts, Trenton, 1985. 23 p. [ED 267 433]

Contains suggestions and exercises for teaching creative writing, and provides a message to teachers about the writers-in-the-school program. Outlines detailed exercises in four categories: memory, imagery, metaphor, and music. Presents 20 "easy recipes" or instructional suggestions, answers to questions teachers often ask, and a brief list of resources.

Fagin, Larry; Padgett, Ron. "Fantasy Helmets," *Teachers and Writers Magazine*, v18 n2 p1-6 Nov-Dec 1986.

Discusses a teacher's experience writing poems with eight third and fifth graders pulled from their regular classrooms. Provides transcripts of the two poems written with the students.

Freeman, Ruth H. "Poetry Writing in the Upper Elementary Grades," *Reading Teacher*, v37 n3 p238-42 Dec 1983.

Notes that poetry writing can be a natural and interesting part of the language arts curriculum. Offers an approach to teaching poetry to intermediate grade students that leads them to accept and like poetry.

Greenberg, Harry. "Writing with Family Album Photos," *Teachers and Writers Magazine*, v14 n5 p1-4 May-Jun 1983.

Describes a poetry writing exercise that used photographs as a stimulus. Presents some poems produced by this exercise.

Marsh, Elizabeth. "Beginning Reading, Writing and Poetry." 1982. 31 p. [ED 258 132]

Describes a program which makes beginning reading an activity in which children use their cognitive and affective abilities to experience images and ideas within a piece. Includes suggestions for the ideal physical arrangement of the classroom and poetry accessibility. Details a model classroom schedule, incorporating reading and writing poetry, that provides four times throughout the day when four different poetry activities could be used. Sample poems and suggestions for student activities for each of those areas are provided.

Teaching Strategies: Grades 9-12

"Poetry Instruction. Motivator of the Month." compiled from columns in three issues of *Notes Plus*, v1 n3 Jan 1984; v2 n2 Nov 1984; and v3 n1 Sep 1985. 5 p. [ED 264 561]

Presents teaching activities from four journal columns focusing on understanding and writing poetry at the high school level.

Edelman, Michael. *Teaching Literature Grade 9: Integrating the Communication Arts. Poetry. Experimental*. New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction, 1985. 89 p. [ED 290 151]

Designed to demonstrate a variety of ways in which listening, speaking, reading, and writing activities can be built around the study of poetry, this collection of materials, lessons, and activities covers some of the most frequently taught poems in New York City ninth-grade classrooms. Provides specific suggestions for teaching the poetry to ninth-grade students. A list of poems appearing in the guide is included.

Miller, Judith. "Evaluating Student Poetry," *English Journal*, v78 n2 p35-39 Feb 1989.

Discusses how to assess student poetry, focusing on the qualities of internal logic, tone, music words, figurative language, stanzas and line length, space, detail, voice, and "life."

Murphy, Tom. "Bad Poems/Good Poems: How Do I Know What I Mean Till I See What I Say?" *English Journal*, v78 n2 p24-29 Feb 1989.

Presents a series of exercises aimed at helping students generate lines and ideas for their poetry.

Shaughnessy, Shari E. "Creating Poetry," *Exercise Exchange*, v32 n2 p45-53 Spr 1987.

Provides a step-by-step approach to teaching students the elements of poetry, such as similes, acrostics, metaphors, and odes. Copies of handouts are included.

Spinner, Bettye T. "Re-Vision: The Student as Poet." Paper presented at the 76th Annual Meeting of the National Council of Teachers of English, 1986. 30 p. [ED 290 170]

Explains how one teacher developed a method for teaching poetry successfully in an all-male remedial high school class. Discusses the literary theory underlying this pedagogical approach, derived from psychology and Adrienne Rich's views of writing as re-vision. Appendixes include: poetry workshop guidelines; instructions for student samples of different types of poetry; and a list of seven useful references for poetry teachers.

Wagner, Maryfrances. "Preventive Maintenance: Establishing a Climate for Poetry." Paper presented at the Annual Meeting of the Missouri Association of Teachers of English, 1985. 17 p. [ED 267 441]

Describes several ways that teachers can help students learn the art of good poetry writing. Suggestions include: 1) providing students with a list of words not to use—overused nouns, overused or opinionated adjectives and adverbs, and assorted cliches; 2) offering advice from famous writers, editors, and publishers; 3) focusing on one skill at a time while presenting models of good poetry; and 4) encouraging students to enter contests or submit poems for publication.

Computer-Assisted Poetry-Writing Instruction

Marcus, Stephen. "The Muse and the Machine: A Computers and Poetry Project," *Pipeline*, v8 n1 p10-12 Spr 1983.

Describes "Compupoem," a program that helps students write poems, emphasizes process/product, and encourages divergent problem-solving. A sample student session and a completed poem are provided. Also describes the Computers and Poetry Project, which produces elementary/secondary-level, interactive poetry-writing activities.

Pedersen, Elray L. "Computers and the Poetry Portfolio." Paper presented at the 76th Annual Meeting of the National Council of Teachers of English, 1986. 16 p. [ED 277 012]

Presents ideas based on an example and precept method of teaching instead of an analysis and explication method. Explains how students can produce a poetry portfolio of different types of poems. Discusses the advantages of having students write and illustrate their poetry using microcomputers and word-processing software. Appendixes provide sample assignments for 12 kinds of poetry, with a full explanation of each type, and examples of students' poetry.

Shostak, Robert. "Computer-Assisted Composition Instruction: Some Promising Practices," *Pipeline*, v8 n1 p4-6 Spr 1983.

Describes computer programs designed to assist in teaching composition. These include an elementary school writing program, poetry writing programs, and four writing/editing programs (dealing with text already written and needing revision or for helping students develop a higher level of sophistication with specific skills already demonstrated in their writing).

ERIC Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center
2805 East Tenth Street
Bloomington, Indiana 47408
(812) 855-5847

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